# Pedagogical conditions of military-patriotic education of cadets

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#### **ABSTRACT**

This article discusses the task of training defenders of the motherland, reforming and radical changes in the socio-political structure in the economic life of Uzbek society.

**Keywords:** Mortgages, economics, pedagogy, tactics, patriot, education.

#### 1. INTRODUCTION

The reform and radical changes in the socio-political structure in the economic life of the Uzbek society necessitated the improvement of the vocational education system of the young generation. The task of training the defenders of the motherland, facing the education system, is very complex and responsible. Today, however, as at all times, the state needs healthy, courageous, courageous, disciplined, competent people who would be ready to learn, work for its good and, if necessary, defend it. In this regard, the main goal of the government strategy for the modernization of education is to achieve a new quality of education - a quality that meets the new socio-economic conditions of Uzbekistan and the main directions of its development.

Currently, there are different approaches to the military-patriotic education of cadets in a military university. The system of military-patriotic education of cadets that has developed in military schools does not adequately meet the modern requirements for training future officers. They are disparate elements of the entire educational system created in a fundamentally different socio-economic formation and partially preserved after the ss reorganization in the 90s. The reasons for this are: insufficient development of scientifically substantiated tasks of military-patriotic education of cadets within the educational process; the presence of a mandatory requirement for the training of cadets of military schools in two specialties - military and civilian close to her in profile; inconsistency of forms and methods of training cadets with questions of their military-patriotic education; insufficient amount of training time devoted to the study of military disciplines; lack of uniform criteria (indicators) for assessing the level of education of students; weak scientific and methodological, legal, sociological, moral-psychological, informational, material-technical, personnel / and cultural and leisure support of military-patriotic education of cadets.

The creation of new directions in pedagogical science is largely ensured by the wide distribution of theoretical works by a number of authors (I.V. Bestuzhev-Lada, Yu.K. Babansky, B.S. Gershunsky, V.V. Davydov, V.P. Zinchenko, Yu.A. Konarzhevsky, M.M. Potashnik, D.E. Elkonin and others); the development of the general methodology of the educational process (V.M. Korotov, G.N. Filonov, V.V. Shapkin, L.I. Kholina, etc.).

Modern studies of the problems of patriotic education of the young generation are filled with the context of its cultural-historical, humanistic orientation (A.N. Vyrshchikov, V.V. Dyachenko, V.A. Korobanov, V.I. Lesnyak, V.Yu. HA Sivolobova, etc.). They substantiate the theoretical and methodological foundations of the patriotic education of the younger generation, conceptual approaches to its development in the system of modern education.

A significant contribution to the organization of the educational process in the armed forces was made by military scientists, among whom D.I. Antipova, A.B. Drummers, V.I. Vdovyuk, D.A.

Volkogonov, A.D. Glotochkina, P.N. Gordova, B.P. Gruzdeva, V.P. Davydova, V.G. Demina, M.I. Dyachenko, A.F. Zheleznyak, N.S. Kravchuna, I.I. Malopurina, Yu.V. Minaeva, S.S. Mutsypanova, A.I. Meshcheryakova, M.D. Novozhilova, V.I. Petrova, Ya.V. Podolyak, D.P. Poznansky, V.M. Savka, E.P. Utlika, N.F. Fedenko and many others. They developed the theoretical and methodological foundations for organizing the process of training and education of military personnel.

Researchers, including V.A., contributed to the solution of the issues of upbringing in the process of training military personnel. Belevtsev, Yu.M. Dedyaev, A.B. Dudko, S.P. Yellowbelly, A.Yu. Krivitsky, D.M. Nuzhdin, A.I. Sopochkin, V.E. Utkin, Sh. Khairulin, I.N. Shkadov, R.G. Yanovsky and many others. In their writings, these scientists considered not only questions of professional preparedness, but also questions of the moral, moral, and patriotic education of future officers. They pointed to the impossibility of separating the professional, moral, and patriotic formation of an officer.

An analysis of the state of the questions studied showed that the methodological and methodological aspects of educational work within the framework of the higher military professional education system are developed quite deeply, while the issues of military-patriotic education of cadets of a military university are not adequately reflected in the scientific psychological and pedagogical literature.

Real difficulties, problematic situations form the basis of the pedagogical task in the process of organizing and conducting educational work in a military educational institution. The dialectic of the development of military education involves overcoming these difficulties in the course of solving complex organizational pedagogical problems.

The content of the activities of teachers of military special disciplines on the military-patriotic education of cadets is organized on the basis of humanistic, axiological, cultural-historical, systemic and personality-oriented approaches that allow optimal communication between the projected and the real educational process.

To achieve this goal and confirm the hypothesis, the following tasks were identified:

- 1. To analyze the historical and theoretical aspects of the military-patriotic education of cadets and to update the military traditions of the Uzbek army in the educational process of military universities.
- 2. To develop a model of the process of military-patriotic education of cadets during educational work in a military university.
- 3. Theoretically substantiate and experimentally verify the complex of pedagogical conditions of the process of military-patriotic education of cadets during educational work in a military university.

The methodological basis of the study is the philosophical provisions on the universal connection and interdependence of phenomena, on the leading role of activity in the formation of personality and its self-realization, on the regulatory role of consciousness in human activity, on the determinism of pedagogical theory and practice by social processes.

To solve the tasks and verify the initial assumptions, we used a set of theoretical and experimental research methods and techniques that are adequate to the nature of the phenomenon under study: a theoretical analysis and synthesis method (comparative, logical, retrospective), which was used to study the historical and pedagogical traditions of Uzbek military pedagogy and allowed to identify trends in the development of military-patriotic education in modern conditions; system analysis, which allows one to characterize the situation that has developed in the process of the educational work of the cadets of a military university; interrogation and diagnostic methods (including observation, questionnaires, testing, conversation) used to diagnose and analyze the state and development of the system of military-patriotic education of cadets in a military university; empirical methods, including ascertaining and formative experiments.

The historical and theoretical analysis of the development of military-patriotic education in Uzbekistan pedagogical thought and military pedagogy shook that military-patriotic education at all times was an important component of the state's internal political activity. One of the most important means of updating the content, forms and methods of military-patriotic education of cadets of military schools was relying on the best pedagogical traditions of the Uzbek school of military education formed in the pre-revolutionary army: fidelity to the Military Oath, Battle Banner and the Naval flag; unity of military-patriotic and moral-religious education; love, respect for the heroic past; conscious attitude to

military discipline, dedication and self-sacrifice in battle in order to achieve a common victory; mass heroism and courage at a time when the fate of the independence of the Fatherland is being decided; military valor, the ability to endure the difficulties of military service; Democracy of relations between subordinates and commanders, military personnel and mutual trust.

The modern understanding of patriotism as a complex socio-philosophical, socio-psychological and pedagogical phenomenon is characterized by the versatility of the meanings of its content and the variety of forms of manifestation. The socio-philosophical analysis of patriotism as a value of Uzbek society, as the spiritual basis of personality, as a social relationship, as a sociodynamic system allows us to reveal the philosophical meaning of the phenomenon of Uzbek patriotism, which acts as an emotionally elevated attitude towards the Fatherland, as the most important socio-cultural quality of the individual's spiritual world. True patriotism, in our understanding, is the unity of high spirituality, civic maturity and social activity of the cadet's personality, manifested in a conscious and steady desire for professional training and military service, the fulfillment of military constitutional duty but the protection of the interests of the motherland.

Studying the theory and practice of educational work in military universities makes it possible to systematize scientific and pedagogical knowledge of this process into an integral and relatively independent pedagogical theory of military-patriotic education of cadets. Being an integral part of the military pedagogical theory, it has its own specific features.

We attribute the distinguishing features of military-patriotic education to the fact that it is conducted continuously - in the process of training and education in general at a university, throughout military life, in the process of preparing for future professional activities: in tactical classes, in studying charters, weapons and military equipment , during special trainings and exercises, cadets constantly develop patriotic qualities in themselves.

The next feature of the process of military-patriotic education of cadets at a university is complexity. It means: improving educational work in all spheres of society and in the Armed Forces; the unity of goals, objectives, content, methods of military-patriotic, physical and spiritual-moral education, their submission to the idea of training a professional military man; strengthening the educational role of training and service activities; the unification of the efforts of all teachers - participants in the educational process in a military educational institution. In the course of the study, the following criteria and indicators of military-patriotic education were determined: information-cognitive (intellectual and substantive elements), motivational-value (psychological elements, socially significant motives of the homeland value and the values of patriotism, moral-normative and military-professional attitudes and etc.), optimal activity (behavioral indicator).

Information-cognitive suggests: arming cadets with knowledge of the history, culture of their Fatherland, military-patriotic traditions of the Uzbek people, reflecting the role of Uzbekistan in world history, its contribution to the development of advanced science and technology, military art, revealing the identity and uniqueness of the culture and military art of Uzbekistan; development and implementation of a program aimed at creating a unified system of military-patriotic education of cadets and forming their patriotic consciousness in the educational process of a military university through the application of advanced traditional and innovative pedagogical technologies.

Motivational-value (psychological component) the formation of cadets of military universities of a sense of pride in their homeland, the need for the development and enhancement of spiritual values, moral and normative qualities, emotions associated with attitude to their homeland, the formation of consciousness of confidence in the prospects for the development of Uzbekistan and the well-being of the people; the presence of socially significant motives, a conscious and steady desire to imitate the best representatives of the Uzbek army.

#### 2. CONCLUSION

Military traditions of the Uzbek army; formation and manifestation of cadets' social behavior as a result of their self-expression in life, study, military service, in everyday relations in the cadet milieu; ensuring personal exemplaryness of commanders (chiefs) in matters of military discipline, performance of official and military duty.

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